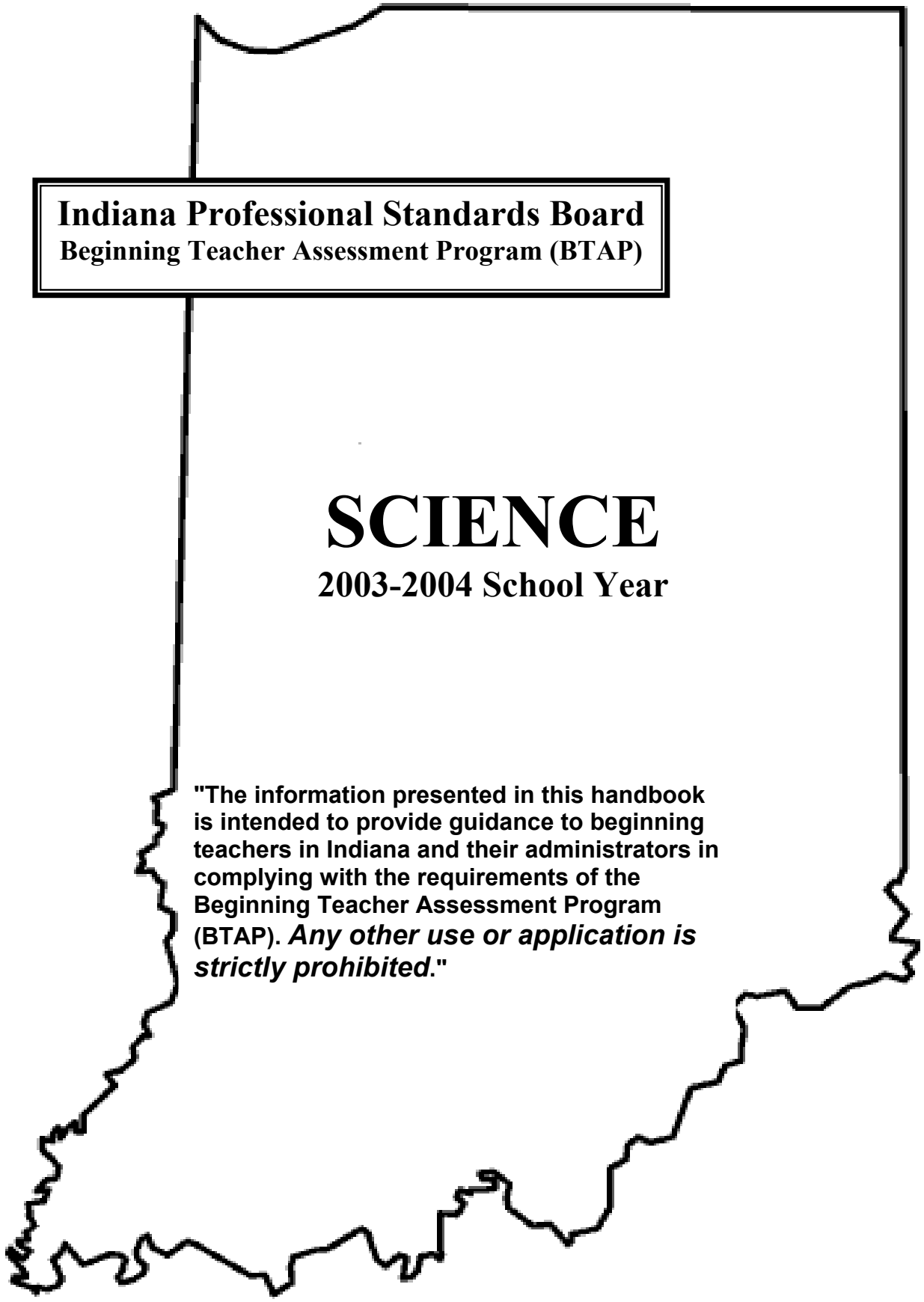

Indiana Professional Standards Board
Beginning Teacher Assessment Program (BTAP)

SCIENCE

2003-2004 School Year

"The information presented in this handbook is intended to provide guidance to beginning teachers in Indiana and their administrators in complying with the requirements of the Beginning Teacher Assessment Program (BTAP). *Any other use or application is strictly prohibited*."

These portfolio guidelines have been developed as part of the Beginning Teacher Assessment Program. They are intended to be used as part of a comprehensive program of assessment for purposes of determining eligibility for continued licensure. The Indiana Professional Standards Board does not endorse or encourage the use of these guidelines for other assessment programs or for other purposes.

TABLE OF CONTENTS

SECTION **PAGE**

NOTE: The following symbols are used to highlight instructions throughout the handbook.

- ✓ indicates information about something you must **DO**
- ✉ indicates a written response or other material you must **SUBMIT**
- ✎ indicates a question or prompt to which you must **RESPOND**

This beginning teacher portfolio handbook has been modified from the 2000-2002 Handbook for the Development of a Science Teaching Portfolio being used with permission of the Bureau of Evaluation and Educator Standards, Connecticut State Department of Education, through a partnership with the Indiana Professional Standards Board (IPSB).

PREFACE

The Indiana Professional Standards Board (IPSB), established by the legislature in 1992, governs the preparation and licensing of education professionals. *The mission of the Indiana Professional Standards Board is to enhance the quality of learning for Indiana's P-12 students through establishing, maintaining and ensuring adherence to performance-based standards for Indiana P-12 education professionals throughout their careers.* In 1999, the IPSB adopted fifteen content and four developmental standards for teachers. Modeled from the Interstate New Teacher Assessment and Support Consortium (INTASC) core principles, the standards for teachers describe effective practices for education professionals throughout their preparation and career. The level of proficiency expected, however, will become more comprehensive and more skillful at each successive stage of the teacher's career. These standards provide a strong linkage to Indiana's goals for students in P-12 education.

Once the standards were adopted, a model for assessing the teachers' practices that exemplifies those standards was initiated. A portfolio prototype was designed by INTASC to assess teachers' performances in specific content areas. These standards-based portfolios are performance assessments, which demonstrate what teachers know and can do within the context of their own classrooms and fields of study.

After receiving an Initial Practitioner License, beginning teachers will submit a portfolio, which includes evidence regarding lesson planning, student work and assessment, and teaching. These data are collected from an entire unit or topic of instruction. The beginning teacher portfolio is uniquely designed to equip teachers for teaching practice by providing instruction and reflective inquiry that relates to learners. The portfolio focuses on teachers' abilities to effect growth within learners and calls upon their reasoning and judgment to link the success of the learner to their instructional practice.

The standards and assessments for preparing and licensing teachers are purposefully linked to each other and to standards and assessments validating increased learning by Indiana's students. For this reason, the IPSB believes that Indiana will have teachers who are effective in helping ***all*** students learn.

ACKNOWLEDGEMENTS

The Indiana Professional Standards Board (IPSB) recognizes the contributions of practicing classroom teachers, higher education faculty members, building and district level administrators, and other education stakeholders who worked on the advisory committees that developed the standards, or served on focus groups for feedback to the standards. The IPSB appreciates the many seminar leaders and portfolio scorers who contribute time and energy to the development of the assessment system. The IPSB recognizes the time and effort that classroom teachers invest by submitting portfolios to integrate the teaching standards with their classroom practices. The documentation of their teaching in relation to their students' growth contribute to the development and quality of the assessment program for beginning teachers as well as the enhancement of student learning.

As noted, the IPSB recognizes the work that has occurred through the auspices of the Bureau of Program and Teacher Evaluation, Connecticut State Department of Education, in the development of this portfolio. This draft handbook has been modified in order to reflect Indiana's standards for teachers and program.

SECTION I. THE BEGINNING TEACHER ASSESSMENT PROGRAM (BTAP)

Since its inception in 1992, the Indiana Professional Standards Board (IPSB) educational agenda has focused on promoting high standards for teachers in an effort to enhance student learning. Improving the quality of Indiana's teachers has been viewed as central to improving student achievement.

Central to Indiana's teacher improvement initiatives is the Beginning Teacher Assessment Program (BTAP), a two-year **teacher assessment program** that provides the following:

- ***support*** for beginning teachers through school/district-based mentors or support teams and programs, and other forms of professional development
- ***assessment*** through a **content-specific teaching portfolio** submitted during the second year of teaching

In the portfolio, beginning teachers document a unit of instruction around important concepts or goals in a series of lessons, assess student learning, and reflect on their students' learning and the quality of their teaching. The portfolio includes lesson logs, videotapes of teaching, examples of student work and student assessments, and teacher commentaries.

In order to be eligible for the Proficient Practitioner License, beginning teachers must demonstrate mastery of essential teaching competencies related to content knowledge, planning, instruction, and assessment**. Beginning teachers who do not meet the portfolio performance standard in their second year will be required to submit a portfolio during their third year in the BTAP.**

The goals of the BTAP include the following:

- ensuring that all students have high quality, committed and caring teachers
- promoting effective teaching practice leading to increased student learning
- providing effective support and feedback to new teachers so that they continue to develop their knowledge base and skills and choose to remain in the profession
- providing standards-based professional development for both novice and experienced teachers
- developing teacher leaders by recognizing and using the expertise of Indiana's exemplary teachers as mentors, scorers, and trainers of beginning teachers and as resources for all their colleagues

The BTAP has substantially impacted both new teachers and Indiana's experienced educators. Many of the current teachers, university faculty, and administrators have been trained to serve as mentors of beginning teachers and/or scorers of portfolios, or participated in the BTAP during the early part of their careers.

Look at our website for more information about beginning teachers

www.in.gov/psb

- Standards for Mentors of Beginning Teachers
- Guidelines for Mentor Training Programs
- Proposal Submission Process for Mentor Training Programs
- Guidelines for Support to Beginning Teachers and Their Mentors/Coaches

SECTION II. UNDERSTANDING TEACHING PORTFOLIO REQUIREMENTS

In 1994, the Indiana Professional Standards Board (IPSB) adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles for initial licensing of teachers as the basis for Indiana's new system for preparing and licensing teachers**.**

The IPSB adopted the INTASC core standards, including knowledge, disposition and performance statements, because its members believe that it is the responsibility of the profession and of policy makers to be explicit about those characteristics, to insure that the opportunity to develop them is honored in the preparation process, and that fair and disciplined judgments are made over time by appropriate professionals knowledgeable about the candidate.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM

Model Standards for Beginning Teachers Licensing and Development

Principle # 1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle # 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle # 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle # 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

Principle # 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle # 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle # 7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle # 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle # 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

INTASC: Interstate New Teacher Assessment and Support Consortium is a program of the Council of Chief State School Officers, established in 1987 to enhance collaboration among states interested in rethinking teacher assessment for initial licensing as well as for preparation and induction into the education profession.

INTASC Core Model Standards: These standards are model standards developed by INTASC for beginning teacher licensing and development.

STANDARDS-BASED TEACHING IN SCIENCE

The Indiana Science Teaching Portfolio documents the beginning teacher's implementation of the teaching practices described in the INTASC principles and ***Indiana Standards for Teachers of Science***.

The portfolio assessment focuses on the following abilities:

- to plan and implement a short learning unit in science
- to engage students in the learning of science concepts, processes and applications
- to reflect on the quality of teaching and student learning

To develop the portfolio, base your lessons on the ***Indiana Academic Standards.*** Use the ***Indiana Standards for Teachers of Science*** as a guide since these standards reflect the values of the Indiana science education community and serve as the basis for the evaluation of teachers' mastery of the licensure performance standards.

The central goal of science education is to assist students in the development of science literacy. ***The National Science Education Standards*** and the ***Indiana Academic Standards*** define **science literacy** as an understanding of the following:

- **the content of science** (life, physical and earth sciences concepts and theories)
- **the nature of science** (inquiry)
- **the context of science** (historical, societal and technological aspects)

Science literacy also includes the ability to read, write, and talk about science, using appropriate science vocabulary and information resources.

To access the Indiana Standards for Teachers of Science, go to the IPSB website:

Indiana Professional Standards Board
www.in.gov/psb/
Click on "Standards"

OVERVIEW OF THE SCIENCE TEACHING PORTFOLIO

TASK	WHAT TO DO	WHAT TO SUBMIT
PART A: TEACH AND DOCUMENT A UNIT OF SCIENCE INQUIRY LEARNING	✓ Select, adapt or develop an inquiry learning unit requiring 6-8 hours of classroom time. ✓ Provide relevant information about students in class ✓ Describe expected students' learning during the unit ✓ Teach the unit and record classroom events and monitoring of students' learning in daily logs. ✓ Collect a sample of completed student work each day.	☒ Teaching Portfolio Class Profile Form ☒ Introduction to the Teaching Portfolio Unit (maximum pages: 2) ☒ Science Teaching Portfolio Unit Overview form (Appendix T.2) ☒ Daily logs (maximum pages: 2 per day) ☒ One copy of completed daily work per day from any student in the featured class
PART B: VIDEOTAPE STUDENTS' SCIENCE EXPLORATIONS	✓ Videotape a lab-based inquiry activity ✓ Videotape a science, technology and society (STS) inquiry activity ✓ Select four video segments to illustrate student learning through inquiry	☒ Two copies VHS video of the 4 videotaped lesson segments totaling about 30 minutes of instruction ☒ Videotape Labeling Form (Appendix T.3)
PART C: EVALUATE STUDENTS' LEARNING	✓ Submit work done by two students during the lab, STS and unit assessment, including your feedback ✓ Evaluate the learning progress of these students	☒ Collection of work done by two students ☒ Evaluation criteria for submitted student work ☒ Commentary about students' learning (maximum pages: 3)
PART D : EVALUATE THE QUALITY OF YOUR TEACHING	✓ Evaluate learning in the entire class ✓ Analyze the effectiveness of your teaching, based on the learning of students in your class ✓ Analyze the quality of students' learning in these two instructional settings. ✓ Suggest changes to improve future teaching and student science learning	☒ Commentary about quality of instruction (maximum pages: 3)

THE PORTFOLIO CONTAINS DAILY LESSON LOGS, VIDEOTAPED LESSONS, STUDENT WORK SAMPLES, PLUS 8 PAGES OF WRITTEN COMMENTARY
MAXIMUM NUMBER OF COMMENTARY PAGES: 8 <u>PLUS</u> DAILY LOGS
Note that commentaries and video segments must adhere to specified page or time limitations. Scorers may not read text or view video that exceeds these limitations.

THE PROCESS FOR THE EVALUATION OF THE SCIENCE TEACHING PORTFOLIO

The teaching portfolios submitted during a beginning teacher's second year of participation in BTAP are scored during the summer. Each portfolio is evaluated by at least two experienced educators with extensive teaching experience in the same content as the beginning teacher. Each scorer has had at least 50 hours of comprehensive training in the scoring of portfolios and has met a proficiency standard prior to participating in formal scoring.

The Portfolio Evaluation Steps

1. Collecting and recording evidence through note taking

At least two scorers, working independently, will review your portfolio for the purpose of recording evidence.

2. Interpreting the evidence

Evidence is then organized around a series of **Guiding Questions** that are derived from the ***Indiana Standards for Teachers of Science***. (Guiding Questions are found in this handbook under the heading, "Framework for the Evaluation of the Science Teaching Portfolio.")

3. Evaluating the quality of the teaching documented in the portfolio

Independently, each scorer identifies patterns of evidence that are applied to a scoring rubric. Then, using the patterns of evidence and a decision guide, an overall portfolio score is assigned.

4. Reaching an agreement on the score

Once each scorer has reached a decision about the quality of the portfolio, then both scorers reconvene, review their individual evaluations, and reach agreement on a final portfolio score.

5. Re-scoring of portfolios not meeting the acceptable performance standard

Any portfolio that does not meet the performance standard of "Acceptable" is re-scored by another pair of portfolio scorers. If the second portfolio evaluation is again scored "Conditional," then a Lead Scorer will read the portfolio for score confirmation.

6. Providing information about the portfolio

An individual Portfolio Performance Profile that summarizes performance on the portfolio according to the scoring rubric will be sent to you in September. Only your portfolio results will be sent to your superintendent of schools in accordance with state regulations.

7. Additional performance feedback

Teachers whose portfolios do not meet the "Acceptable" standard are eligible for a personal conference with a portfolio scorer who will provide individualized feedback to the teacher about his/her portfolio evaluation.

FRAMEWORK FOR THE EVALUATION OF THE SCIENCE TEACHING PORTFOLIO [1]

The framework for the teaching portfolio evaluation is organized around the following **Guiding Questions** that portfolio scorers use to analyze evidence from the portfolio. Beginning teachers may use these questions to assess the quality of their own portfolios.

Category I: INSTRUCTIONAL DESIGN
How well did the teacher design an inquiry learning unit in which students can explore science ideas, develop conceptual understanding and apply scientific knowledge and skills?

I.1 Describe the unit's conceptual structure and the main foci for students' learning.
I.2 Describe students' main sources of information and use of data to build science understanding.
I.3 Describe students' opportunities to apply science knowledge in the exploration of science-related matters.
I.4 Describe what the teacher does to accommodate students' learning needs.

Category II: INSTRUCTIONAL IMPLEMENTATION
How well did the teacher use instructional strategies and resources to create a learning environment in which all students are encouraged to develop understanding of the content and nature of science?

II.1 Describe the classroom management and the resulting learning environment.
II.2 Describe the contribution of the lab investigation to students' learning of the unit's content through inquiry.
II.3 Describe the contribution of the STS activity to students' ability to apply science knowledge and make informed decisions.
II.4 Describe how the teacher uses instructional strategies and resources to support students' understanding.

Category III: ASSESSMENT OF LEARNING
How well did the teacher use learning assignments and assessments to monitor learning, evaluate performance, and communicate with the students about the quality of their work?

III.1 Describe how the teacher monitored students' daily learning and adjusted instruction.
III.2 Describe the evaluation criteria used for the lab and STS activities and their use in the evaluation of students' work.
III.3 Describe the focus of the unit's summative assessment and its relationship to the unit's goals.
III.4 Describe the quality of the feedback provided to students about their work.

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[1] Guiding Questions and categories are annually reviewed by committees of practitioners, and may be clarified as part of establishing benchmarks of performance for portfolio scoring.

Category IV: ANALYSIS OF LEARNING AND TEACHING
How well did the teacher analyze learning and teaching, and plan sound instructional improvements?

IV.1 Describe how the teacher analyzed student learning throughout the unit and as it is observed in samples of student work.
IV.2 Describe how the teacher reflected on learning and teaching, and made plans for instructional changes.

STANDARDS OF PERFORMANCE FOR BTAP TEACHING PORTFOLIOS
(Subject to change from pilot study)

Acceptable Standard of Performance

Level 4: demonstrates an ***advanced*** level of competence in meeting the standards
Level 3: demonstrates a ***proficient*** level of competence in meeting the standards
Level 2: demonstrates a ***competent*** level of competence in meeting the standards

Consequence: eligibility for Proficient Practitioner License provided all other requirements are met

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Conditional Standard of Performance

Level 1: demonstrates a ***conditional*** level of competence in meeting the standards

Consequence in Year Two: eligibility for a third year in the BTAP and resubmission of a teaching portfolio
Consequence in Year Three: ineligibility for the Proficient Practitioner License

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Unacceptable Standard of Performance

1) **Not scorable/incomplete**: deficiencies in the portfolio documentation resulting from directions not followed or missing components, thereby preventing the portfolio from being scored in a fair or reliable manner

   Consequence in Year Two: eligibility for third year in the BTAP and resubmission of a teaching portfolio

   Consequence in Year Three: ineligibility for the Proficient Practitioner License

2) **Score of "0": Violation of the Code:** evidence of conduct constituting any impropriety or offenses as listed in Indiana Code 20-6.1-3-7

   Consequence in Year Two: eligibility for a third year in the BTAP only if requested in writing by the superintendent of schools

   Consequence in Year Three: ineligibility for the Proficient Practitioner License

STANDARDS OF COMPLETION FOR BTAP TEACHING PORTFOLIOS

Each beginning teacher seeking eligibility for a Proficient Practitioner License must meet the following standards of completion.

Definition of Standards of Completion

The standards of completion have three components: comprehensiveness, adequacy, and timeliness of submission, all of which must be met.

1. Comprehensiveness

All components of the teaching portfolio are present: lesson logs, videotape(s), student work, and commentaries (as outlined in portfolio handbook guidelines).

2. Adequacy

The contents of the portfolio reflect that the beginning teacher ***has followed the portfolio handbook directions*** with regard to the following:

- period of time teaching is documented
- type of lesson and duration of lesson segments recorded on videotape
- nature and quantity of student work
- content of the lesson commentaries (i.e., teacher's narrative is consistent with the questions asked)

3. Timeliness of Submission

The portfolio must be received by the specified deadline, ***on or before May 1***. Exemptions to this deadline must be requested in writing to the Indiana Professional Standards Board (IPSB), and will only be granted upon a finding of good cause.

Conduct in Accordance with the Code

The teaching documented in the portfolio must reflect professional and ethical conduct.

Consequences for Failure to Meet Standards of Completion End of Year Two

The beginning teacher will be required to participate for an additional year in the BTAP and re-submit a portfolio during year three. A copy of the letter informing the beginning teacher that he/she has not met the standards of completion will be sent to the superintendent and principal.

Consequences for Failure to Meet Standards of Completion end of Year Three

The beginning teacher is considered to have not met the BTAP requirements and is not eligible for a re-issuance of the Initial Practitioner License. In order to be eligible to teach in the future in an Indiana public school, the candidate must petition the IPSB to determine future eligibility for an Initial Practitioner License.

INVALIDATION OF TEACHING PORTFOLIO SUBMISSIONS

Portfolio scorers file a Portfolio Incident Report when they encounter situations or problems that may interfere with scoring the portfolio overall or with scoring the portfolio in a fair or reliable manner. Examples of invalid submissions include but are not limited to the examples listed below.

- Portfolio handbook directions are not followed.
- Components of the portfolio are missing (e.g., commentaries, student work, or videos).
- Work samples or other materials are illegible.
- Technical problems with the videotape (e.g., no audio).
- Some or all of the student work or the video is from a class other than the one highlighted in the portfolio unit.
- Student work is not original.
- There is evidence that a videotaped segment has been edited.
- There is evidence that portions of the portfolio submission (e.g., commentaries, videos) are not the beginning teacher's work or represent work that has been plagiarized.
- There is evidence that ethical codes of conduct have been breached.

The Portfolio Incident Report is then referred to the BTAP Review Committee which will determine whether there is sufficient evidence to warrant the invalidation of the portfolio submission, thereby requiring subsequent resubmission of a portfolio or another alternative as determined by the BTAP.

Note 1: ***Any substantiated evidence of plagiarism or other unethical practice will result not only in a portfolio being considered "unacceptable," but also in notification to the superintendent of schools.***

Note 2: ***The Indiana Professional Standards Board reserves the right to share the contents of a Portfolio Incident Report, as well as the portfolio itself, with the school district if there is evidence in the portfolio that the safety or well being of students has been jeopardized.***

REQUIRED TEACHING PORTFOLIO FORMAT

Materials Required for Portfolio Submission

In order to assemble your teaching portfolio, obtain the following materials:

- several blank VHS videotapes to tape lessons

  Note: Do not submit mini-cassettes.

  Note: Submit the original tape and one copy. Keep a copy for yourself.

- one letter-size (8 ½" x 11") accordion folder without flaps or ties

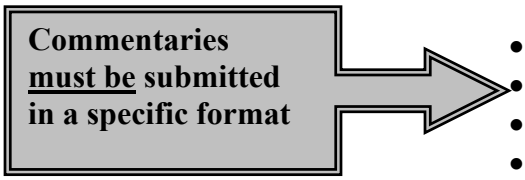
  Note: Do <u>not</u> enclose individual portfolio pages in plastic page protectors.

Documentation and Commentaries

Preparing the portfolio requires collecting students' work, videotaping specific events in class, and writing commentaries that explain the choices made as a teacher (e.g., what was taught, how it was taught, and why certain decisions were made). The teaching portfolio is composed of two general types of information: documentation and commentaries**.**

Documentation includes materials such as lesson logs, student work and videotaped classroom activities.

Commentaries are your written analytical and reflective responses to specific prompts.



- **typed or computer processed on 8 ½" x 11" white paper**
- **double-spaced with 1" margins**
- **single-sided**
- **non-script type font no smaller than 12-point size**

Note that commentaries and video segments must adhere to page or time limitations as specified in this handbook. Scorers are instructed not to read additional text or view more video beyond these limitations.

Pagination

The Teaching Portfolio Class Profile Form (Appendix T.1) is the first page of the portfolio, but it **is not numbered.** The pagination process starts with the next page. Make sure that every page of the portfolio is paginated, including student work. (Page numbers may be handwritten.)

Candidate Identification Number

Your **Candidate Identification Number (Candidate ID #)** is composed of your Social Security Number preceded by codes to indicate your content area and the year of submission.

For science, the coding is as follows: SC + last two digits of submission year + SSN
(e.g., If the submission year is 2003, the code would be SC03-123-45-6789).

Label **all** portfolio pages (documentation, student work, commentaries) with your **Candidate ID #**. If you use a word processor, include your Candidate ID# as a running header or footer on every page of your portfolio.

Confidentiality

Every effort is made to keep your name, school, and students' names confidential. Your portfolio and related materials may be used for training scorers and mentors, but your identity will be kept private. If your portfolio is to be used for any other purposes, your written permission will be requested. See Appendix V.3 for an explanation of the BTAP policies related to portfolio materials.

Do not use your name or the name of your school in any part of your portfolio documentation. If it appears in any documentation, use "white out" fluid, correcting tape, or black marker to conceal it.

The student work you include in your portfolio must be original and authentic, not transcribed by someone else. One-sided, **legible** photocopies are acceptable. Remove students' names from any written student work that you submit. If necessary, use "white-out" fluid, correction tape, or black marker to conceal students' names.

Videotaping

Prior to videotaping, notify parents/guardians of students in your class about the purpose of the videotapes required for the portfolio submission. English and Spanish parent/guardian notification forms are available at Appendices V.1 and V.2. Do not submit the signed forms as part of your portfolio but do keep them on file. **Do not submit mini-cassettes.**

When submitting the VHS videotapes (the original and one copy), **label both cassettes with only your Candidate ID #**. During videotaping, however, don't worry about calling students by name, or having them address you by name. Note that your name and other identifying information will remain confidential to the portfolio scorers.

Important Forms to Include with the Portfolio

✓ Complete the following four forms. Place them in numerical order, paper clip them as a group, and place in your accordion folder in front of the actual portfolio.

Do not include them as part of the pagination of your portfolio. They will be processed separately.

- **Return Receipt Form (Appendix R.1)** This will be date stamped and returned to you following receipt of your portfolio.
- **Teaching Portfolio Authenticity Sign-Off (Appendix R.2)**
- **Teacher Demographic Information Form (Appendix R.3)**
- **Teaching Portfolio Reflection Form (Appendix R.4)**

DIRECTIONS FOR SUBMISSION OF THE TEACHING PORTFOLIO
(Subject to change from pilot study)

Assembling the Portfolio

✓ Into **ONE** letter-sized (8 ½" x 11") accordion folder, submit the following:

- forms R.1, R.2, R.3, and R.4
- the original portfolio
- one clearly readable, single-sided copy of the portfolio, including legible copies of students' work

Note: Be sure that double-sided originals are copied completely.

Note: Secure the original and the copy of your portfolio with binder clips.

- the original VHS videotape labeled with your **Candidate ID #**
- one audible copy of the VHS videotape labeled with your **Candidate ID#**

✓ **Retain a complete copy of the portfolio, including a videotape copy, to ensure that the portfolio can be replaced if lost or misdirected in the mail. Remember, mini-cassettes will not be accepted.**

✓ Before submitting the portfolio, **it is your responsibility to ensure that all required documents and forms are included and that the videotape meets the acceptable technical quality criteria** outlined in Appendix V.4. **An incomplete portfolio is considered a "non-scorable" portfolio**, requiring you to re-submit a portfolio during a third year of participation in the BTAP.

Deadline for Submission

Second year teachers: Completed portfolios must be postmarked on or before **May 1.**

Third year teachers: Teachers who are redeveloping a portfolio because of having previously received a "Conditional" score must submit their new portfolios to the address indicated below by **February 1**, to ensure notification of the results of this assessment prior to April 1. Any portfolios submitted after February 1, will not be scored until the following summer, with score notification in September.

Delivery and Mailing Address

Via U.S. Mail, Express Mail, or Hand-Delivery to:
Indiana Professional Standards Board
101 W. Ohio Street, Suite 300
Indianapolis, Indiana 46204 -1953
ATTN: BTAP Portfolio Assessment
Phone: 1-317-232-9010 or 1-866-542-3672

HOW TO GET HELP WITH THE TEACHING PORTFOLIO

The first point of contact for problems or issues with the BTAP is your principal or District Facilitator. He/she is responsible for ensuring that your mentor/mentor team provides you with appropriate instructional support, and facilitating opportunities for mentors/mentor teams to meet on a regular basis.

A two-year series of content-specific support seminars have been piloted and tested to assist beginning teachers in their understanding of teaching and student standards to enhance student learning. Models for these seminars linked to specific examples of activities are available on the IPSB website. These models are provided to assist schools in developing programs of support for beginning teachers in the BTAP.

State Information Website
Indiana Professional Standards Board
www.in.gov/psb

SECTION III. GUIDELINES FOR THE DEVELOPMENT OF THE SCIENCE TEACHING PORTFOLIO

Start Early

Since the portfolio directions are guidelines for effective daily science instructional practices, implement them early in your career, not just for the BTAP portfolio assessment program. Try to incorporate lab and STS inquiry activities into your regular school curriculum, giving students opportunities to continuously engage in inquiry and develop the necessary science habits of mind.

Select Unit Material Smartly

Any school science topic that is aligned with the *Indiana Academic Standards for Science* can be turned into a portfolio unit. Academic Standards can be downloaded from the Department of Education website:

www.doe.state.in.us
Click on "Academic Standards."

Think about your yearly school curriculum and identify an enjoyable unit to teach.

- Have a deep understanding of the unit's content (questions and concepts).
- Have resources to teach the unit.
- Select a unit that is interesting and accessible to students in class.

Work Collegially

Your school has several professionals who can help think through the process of portfolio development and aid with the videotaping. **These professionals (i.e., experienced science teachers, BTAP science graduates, special education teachers, certified mentors, etc.) can provide good ideas and valuable insights.** Do not hesitate to seek professional support!

Write Clearly and Supply Necessary Details

Write in a coherent and succinct way. Do not include educational theories and try to avoid the use of current educational jargon. Experienced science teachers, trained to read and interpret science portfolios, will review your portfolio. No assumptions are made about your school, your students or your teaching conditions. Therefore, **specify any conditions/situations important for understanding your instructional decisions**. The same is true for any other part of the portfolio.

Select Student Work Samples

Assigned tasks reflect your focus of student learning. The portfolio highlights two types of student work:

- **one sample** of completed work **for each day** of the unit

  Note: Use one piece per day from any student in the featured class.

- evaluated featured assignments (lab work, STS work, summative assessment)

  Note: Select two students from the featured class whose work represents different levels of performance during the unit.

PART A: TEACH AND DOCUMENT A UNIT OF SCIENCE INQUIRY LEARNING

Document an ***inquiry-learning unit*** in which your students are engaged in the exploration of an ***essential question*** and the articulation of science concepts and ideas.

An **inquiry-science learning unit** has the following characteristics:

- emphasis on both thinking and skills used to identify questions about the natural world
- use of critical thinking to devise appropriate methods to explore questions
- articulation of evidence-based explanations
- construction of sustained models and valid explanations to natural phenomena

Essential questions are posed around big ideas that cannot be answered in one sentence. Building units around such questions provides a means of organizing and focusing content knowledge that encourages student inquiry and leads them to deeper, richer, and more lasting understanding. This question should tie together a few science concepts, and provide motivation and direction for students' learning.

Examples of essential questions are listed below.

- What are the advantages and disadvantages of renewable energy resources?
- What are the benefits of genetic engineering?
- What are the advantages of alternative energy sources?

At a minimum, **the science portfolio unit should include the following components**:

- an essential question to serve as a ***conceptual umbrella*** for students' learning during the entire unit
- a scientific investigation in which students collect, analyze and discuss the meaning of data in relation to the unit's main questions and concepts
- a science literacy inquiry in which students apply scientific knowledge to deal with science-related technological, historical and/or social (STS) issues
- a summative unit assessment

✓ Select, adapt and/or design an inquiry-based learning unit that requires **6-8 hours of classroom time** (i.e., 8-10 days of 45-minute periods or 4-5 days of 90-minute periods). This unit could be part of the regular science curriculum for this year in your school, or a new unit that you have developed and would like to teach to your students. Start the unit with an essential question and end it with assessment and evaluation of students' learning.

✓ Select the specific class in which this unit will be taught. Even if the same unit of learning will be taught in more than one class, the portfolio materials must come from only <u>one class</u>.

✓ Ask all students to keep all work done during this unit in a folder. Part C of the portfolio requires your submitting and analyzing work done by TWO students who represent different performance levels.

Task A.1: Teaching Portfolio Class Profile

✉ Complete the Teaching Portfolio Class Profile Form (Appendix T.1) and include it as the first page of your portfolio. **(This page will not be numbered.)**

Task A.2: Introduction to the Teaching Portfolio Unit

✉ Write a commentary (no more than 2 pages) that sets the context for instruction in terms of the community, the class, and the students in the class. Respond to the following prompts:

- ✎ Describe your school and the community that it serves that sets a context for where you teach. **(Do not mention the name of your community or school.)**
- ✎ Describe how your school is organized (e.g., interdisciplinary teams, subject matter departments). Describe any state-wide, district wide, school-wide, science department, or team policies or philosophies that affect your teaching (e.g., text limitations, departmental examinations, district-wide curriculum, use of groups, use of technology) and that your portfolio scorers should be aware.
- ✎ What essential question and main concepts will students explore during this unit. How are these aligned with the ***Indiana Academic Standards?***
- ✎ How are these concepts connected to student learning **before** and **after** this unit?
- ✎ How do you plan to identify and address the unit-related learning needs of the students in your class?
- ✎ Explain your plan to make the portfolio unit interesting, accessible, and relevant to your class based on the knowledge of students' learning needs and interests.

Task A.3: Unit Overview

✉ **After teaching the unit**, complete the Science Teaching Portfolio Unit Overview Form (Appendix T.2) and include it as the second page of the portfolio. **This will be page 1 in the pagination process.**

Task A.4: Daily Logs

✉ Write a daily log (1-2 pages each day) for every lesson in the unit, including lab, and assessment days.

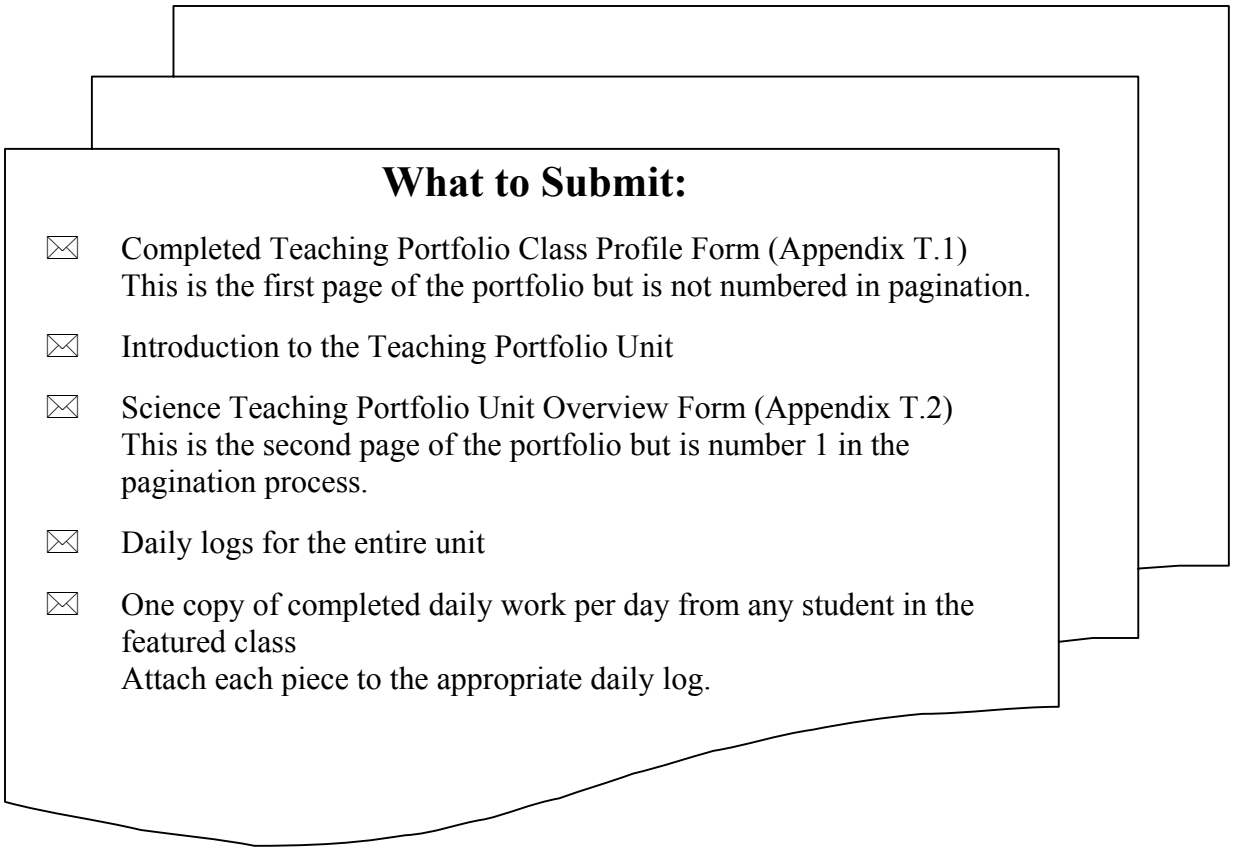
✓ Label each daily log entry with the lesson date, unit day number, and the length of the day's class session.

Focus your daily logs by restating and responding to the following statements:

- ✎ What did you expect students to learn during the lesson (e.g., concepts, skills)?
- ✎ Describe the instructional strategies, learning activities and resources used by you and your students during the lesson.

- ✎ Describe how you monitored understanding of the lesson's main concepts and what you found.
- ✎ Describe your instructional accommodations in response to your findings about students' learning needs.

✓ Following each day's log, include a copy of work done by **ANY ONE** student to complete assignments given for that day. If desired, select work done by different students for each day.



What to Submit:

- ✉ Completed Teaching Portfolio Class Profile Form (Appendix T.1)
  This is the first page of the portfolio but is not numbered in pagination.
- ✉ Introduction to the Teaching Portfolio Unit
- ✉ Science Teaching Portfolio Unit Overview Form (Appendix T.2)
  This is the second page of the portfolio but is number 1 in the pagination process.
- ✉ Daily logs for the entire unit
- ✉ One copy of completed daily work per day from any student in the featured class
  Attach each piece to the appropriate daily log.

Key Elements in the Evaluation of Part A

Scorers are looking for evidence of the key elements listed below.

- The teacher organizes the content of the unit around student exploration of an essential science question and makes the progression of the unit's concepts clear, focused, and coherent.
- The teacher designs the activities, assignments, and assessments to facilitate the learning and attainment of the unit goals by **all** students in class.
- The unit offers **all** students opportunities to explore and apply science concepts.
- The teacher monitors student understanding regularly in a variety of ways.
- The teacher uses data about daily student learning to adjust lessons' content, pace, and activities, when necessary.

PART B: VIDEOTAPE STUDENTS' SCIENCE EXPLORATIONS

Part B involves videotaping specific instructional segments and analyzing student learning through inquiry. Your portfolio will feature two types of inquiries: a **lab inquiry** and a **"Science, Technology and Society" (STS) inquiry**, both connected to the unit's concepts with each requiring one to several days of student work for completion.

- **Lab Inquiry**

  Students are expected to develop an understanding of science concepts based on analysis of data gathered through observations and measurements.

- **STS Inquiry**

  Students are expected to apply science knowledge to explore real world issues.

Three Stages of Inquiry Learning Activities

- **Pre-activity**
  The teacher and/or the students engage in the identification of the research questions and search for background information needed for the design of the investigation/study of the problem, including the selection of materials and data sources.

- **Activity**
  Students are actively searching for information through experiments, observations and measurement, or through review and analysis of databases and professional literature. The teacher provides guidance and support as students work out solutions to research problems and develop their own conceptual understanding.

- **Post-activity**
  Students pool their data, draw conclusions, and discuss the meaning and significance of their findings. The teacher facilitates the process, provides critical feedback, and encourages students to extend their understanding.

✓ Decide which of the unit activities will be featured as examples of a lab inquiry activity and an STS inquiry activity.

✓ Send notification to parents/guardians of your students about videotaping in your classroom. See Appendices V.1 and V.2.

Task B.l: Videotaping Inquiry Activities

✓ Videotape the two (2) different science inquiry activities, as described below. Suggestions for classroom videotaping can be found in Appendix V.4. The videotaping may require several days if the activity is continued over multiple lessons. **Do not submit mini-cassettes.**

  ✓ **A lab inquiry activity.** Videotape a lab investigation in which you and your students are engaged in framing questions suitable for research and attempting to seek answers through quantitative and/or qualitative methods of data collection and interpretation.

  ✓ **A Science, Technology and Society (STS) inquiry activity.** Videotape a class activity in which you and your students are engaged in the examination of ideas related to historical, technological and/or social aspects of the unit's main concepts.

Task B.2: Identifying Inquiry Segments

✓ Select **four** video segments that illustrate the following:

- **STS Post Activity**
  Select a segment of **about 10 continuous (unedited) minutes** to show your facilitating students' discussion of ideas resulting from their STS explorations.

- **Pre-lab Activity**
  Select a segment of **up to 5 continuous (unedited) minutes** to show your engaging students to think about the lab investigation.

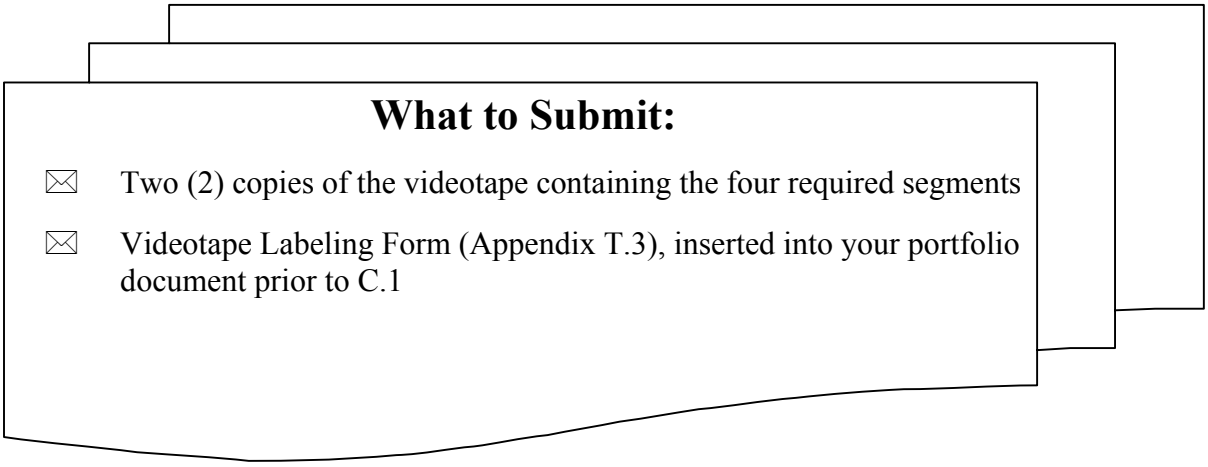
- **Lab Activity**
  Select a segment of **about 5 continuous (unedited) minutes** from the same lab activity to show teacher-student and student-student interactions during the lab work.

- **Post-lab Activity**
  Select a segment of **up to 10 continuous (unedited) minutes** to show how your facilitating students' analysis of data and whole-class discussion of the meaning of their findings.

✓ Edit the tape to include only the four selected video segments. **Make sure that both teacher and students can be clearly seen and heard on all tape segments!**

✓ Prepare **three (3) copies of the final tape** (two for submission and one for your retention), label with your **Candidate ID #** and complete the Videotape Labeling Form (see Appendix T.3) to indicate the sequence and content of each videotaped segment. **Mini-cassettes are not accepted.**

Note: Your general commentary on the videotaping will occur in Task D.1.



What to Submit:

- ✉ Two (2) copies of the videotape containing the four required segments
- ✉ Videotape Labeling Form (Appendix T.3), inserted into your portfolio document prior to C.1

Key Elements in the Evaluation of Part B

While watching the tapes from the featured lessons, the scorers will review the role and actions of the teacher and the students in different stages of the inquiries. The scorers will look for evidence of the key elements listed below.

- The teacher effectively uses the instructional resources (e.g., materials, time, and facilities) to support the learning of **all** students in class.
- The teacher can create an inquiry-based learning environment that encourages students to use scientific reasoning, ask questions, collect data, and explore the validity of scientific explanations.
- The teacher makes the science content relevant to **all** students in class and creates opportunities for **all** students to explore science-related issues and develop informed opinions.
- The teacher encourages students to use critical and creative thinking patterns when dealing with complex scientific issues.

PART C: EVALUATE STUDENTS' LEARNING

Part C focuses on assessment of students' learning and communication of students' performance. Research shows that assessment can facilitate students' learning when the assessment tasks require application of knowledge and skills, and when the teacher provides students with informative feedback about the quality of their performance.

In the evaluation of student work, evaluation criteria and performance expectations should focus on the learned content and be clearly defined and understood by the students.

Task C.l: Documenting of Students' Learning

✓ Select two students who have demonstrated **different levels of performance** during the unit and submit their work for the following assignments:

- work done to complete the STS activity (written and/or non-written performance)
- work done to complete the lab activity (written report)
- unit summative assessment (written and/or non-written performance)

✓ **Remove students' names** from their work and label it with the words "Student #1" and "Student #2". Ensure that all student work contains the date it was submitted.

✓ Written student work should contain **legible feedback** provided to students about the quality of their work. Submit photographs of any non-written works (models or posters) that were part of the lab and STS inquiry activities.

Task C.2: Commentary Evaluating Students' Learning

✉ Analyze the two students' learning for the lab, STS and the unit assessment, and write a commentary by responding to the following prompts. Respond separately for each student. Total commentary should be no more than 3 pages.

✎ Include copies of the evaluation criteria and performance expectations for the lab and STS. Explain how both teacher and students used them to assess the quality of student learning on each of these two assignments.

✎ What are the strengths and weaknesses in each student's understanding of science **process skills**, as evident from the work on the lab?

✎ What are the strengths and weaknesses in each student's understanding of how to **apply science knowledge** to make decisions about science, technology and society issues, as evident from the work on the STS?

✎ What are the strengths and weaknesses in each student's understanding of the unit's **science concepts**, as evident from the work on the unit's assessment?

What to Submit:

- ✉ Work done by two students
- ✉ Evaluation criteria and performance expectations used to evaluate student performance
- ✉ Commentary evaluating the quality of the submitted students' work.

Key Elements in the Evaluation of Part C

While examining the two students' work and your analysis of their learning, the scorers will review the quality of the assignments that were given to students. The scorers will look for evidence of the key elements listed below.

- The teacher connects the student work on the lab, STS and unit assessments to the unit's main conceptual focus.
- The teacher designs tasks of appropriate scope and difficulty for the students in class.
- The teacher provides students with clear evaluation criteria and performance expectations.
- The teacher can accurately analyze students' learning strengths and weaknesses based on these criteria.
- The teacher provides students with accurate and informative feedback about the quality of their work.

PART D: EVALUATE THE QUALITY OF YOUR TEACHING

Part D documents your analysis of the quality of your students' learning during the portfolio unit and your reflection on the teaching. No one teaches a perfect lesson every time. Planned instructional strategies or activities often turn out quite differently than expected when implemented with students in an active classroom environment. A reflective teacher listens to students' questions and ideas, observes their behaviours and continuously responds by making changes that will improve student learning.

Task D.l: Reflection on Teaching and Learning

✉ Write a final commentary (no more than 3 pages) **reflecting on the impact of your teaching on student learning** during the portfolio unit. **Refer to specific evidence from the videos and student work to support your conclusions.** In this commentary, address the following prompts:

✎ Overall, **what did you learn about** the students' ability to learn science through inquiry?

✎ Based upon student learning, **identify your strengths and areas for improvement** in **each** of the areas listed below. Cite evidence from your portfolio whenever possible.

- planning instruction
- implementing instruction
- assessing student learning

✎ How can you improve the instructional design and implementation of this unit for a similar group of students in the future? **Be specific and support your ideas with relevant evidence from your portfolio**.

What to Submit:

✉ A final commentary about the quality of instruction.

Key Elements in the Evaluation of Part D

While reviewing your reflection, the scorers will look for evidence of the key elements listed below.

🔑 The teacher's reflection on the quality of his/her teaching is based on students' learning.

🔑 The teacher can devise appropriate plans to improve the quality of his/her science teaching.

TEACHING PORTFOLIO ASSEMBLY CHECKLIST

Ensure that your accordion folder includes the following materials, **in the following order**:

✉ APPENDICES R.1, R.2, R.3, AND R.4

- ❑ **Complete the four forms.**
  - ❑ Return Receipt Form (Appendix R.1)
  - ❑ Teaching Authenticity Sign-off Form (Appendix R.2)
    Be sure it contains your Candidate ID #.
  - ❑ Teacher Demographic Information Form (Appendix R.3)
  - ❑ Teaching Portfolio Reflection Form (Appendix R.4)
- ❑ **Photocopy each form and keep the photocopies for your records.**
- ❑ **Arrange the original forms in numerical order, fasten with a paper clip, and place in your accordion folder.**

✉ PORTFOLIO

- ❑ **Assemble the following forms, documentation and commentaries in the order listed below.**
  - ❑ Task A.1: Teaching Portfolio Class Profile Form (Appendix T.1)
    (This completed page is the first page of the portfolio, but **do not number this page.**)
  - ❑ Task A.3: Unit Overview (Appendix T.2)
    (This is page 1 in the pagination process.)
  - ❑ Task A.2: Introduction to the Teaching Portfolio Unit
  - ❑ Task A.4: Daily Logs
    - ❑ **Verify that a copy of student work (by any student) is included after each day's log**.

      Photographs depicting models or posters created by the students that are part of their learning performance can be added to the portfolio if they provide important information about student learning during the unit.
  - ❑ Task B.2: Identifying Inquiry Segments
    - ❑ **Verify that Videotape Labeling Form (Appendix T.3) is completed according to directions in this task.**
  - ❑ Task C.1: Documenting of Students' Learning
  - ❑ Task C.2: Commentary Evaluating Students' Learning
  - ❑ Task D.1: Reflection on Teaching and Learning
- ❑ **Paginate your teaching portfolio**. **Verify that pages were properly paginated.**
- ❑ **Verify the following:**
  - ❑ Your teaching portfolio has been typed on 8½" x 11" white paper, single-sided, double-spaced in a non-script font no smaller than 12-point.
  - ❑ Your name, the school name, and students' names have been removed from all teaching portfolio documents, including handwritten materials.
  - ❑ Your **Candidate ID #** appears on each page of the portfolio.
  - ❑ All student work includes the corresponding lesson number to which it pertains, or the lesson number when the work was assigned and accompanying handouts or directions.
  - ❑ Handwritten documents (e.g., students' work, teacher feedback) are legible.

- ❑ **Make two (2) photocopies of the teaching portfolio.**
- ❑ **Verify that copies are one-sided, all student work is photocopied, and every page is legible.**
- ❑ **Secure your original with a binder clip. Secure each copy with a binder clip.**

Do <u>not</u> enclose individual teaching portfolio pages in plastic page protectors.

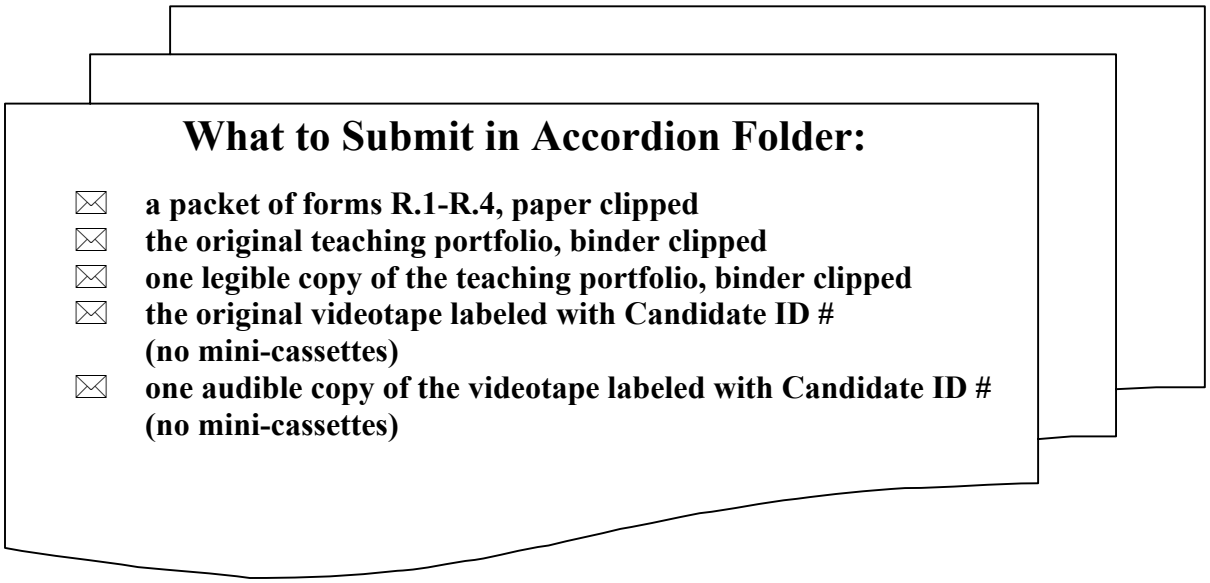
- ❑ **Place the original and one copy into your accordion folder. Keep one copy for your records.**

✉ VIDEOTAPE

- ❑ **Verify the following:**
  - ❑ Videotape segments follow the guidelines outlined in Task B.1.
  - ❑ Videotapes (original and two copies) are of sufficient technical quality (i.e., students and teacher can be clearly heard) and are not mini-cassettes.

    Videotapes of insufficient quality will not be accepted and your portfolio will be deemed incomplete.

  - ❑ Your **Candidate ID #** appears on your videotapes (original tape and two copies).
- ❑ **Place the original tape and one copy of the tape into your accordion folder. Keep one copy for your records.**



SECTION IV. APPENDICES

APPENDIX R.1: RETURN RECEIPT FORM

Beginning Teacher Assessment Program

Directions: ***Complete this form and place it as the first item in you accordion folder when you submit your portfolio.***

Mailing or Delivery Date of Portfolio: _____

Candidate Identification (ID) Number: _____

Candidate Name:_____

Address to which this receipt should be mailed:

_____

_____

Home Address (if different):

_____

_____

Telephone Number: _____

Email Address(es): _____(home)

_____(school)

Superintendent's Name:_____

School District/School Name_____

Mailing Address: _____

_____

School Telephone Number: _____

Optional: If you wish a copy of this receipt mailed to your superintendent, please check the box below. This will be done at the time of portfolio receipt.

☐ ***Please send a copy of this receipt to my superintendent.***

APPENDIX R.2: TEACHING PORTFOLIO AUTHENTICITY SIGN-OFF FORM

Indiana Professional Standards Board
Beginning Teacher Assessment Program

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio.*

This teaching portfolio has been submitted as part of completing the Beginning Teacher Assessment Program and meeting requirements for eligibility for the Proficient Practitioner License. This attestation is an acknowledgment that the ultimate responsibility for compiling the portfolio documentation (including writing the commentaries) lies with the beginning teacher. However, beginning teachers are *encouraged* to seek assistance, input and feedback from the mentor, principal or other colleagues in preparing for the portfolio assessment.

Attestation by Beginning Teacher

- I have primary responsibility for teaching the students/classes profiled in this teaching portfolio.
- The videotape(s) submitted shows me teaching the students/classes profiled in this teaching portfolio.
- The student work included in the documentation is that of my students who are profiled in the unit documented in this teaching portfolio.
- I am the sole author of the teacher commentaries and other written responses to portfolio questions and forms in this portfolio.
- There is no plagiarized material in the portfolio.

_____ _____ _____

Teacher's Signature | Teacher's Name (printed) | Date

_____

Candidate ID#

Attestation by Principal

To the best of my knowledge, the statements above are accurate.

_____ _____ _____

Principal's Signature | Principal's Name (printed) | Date

APPENDIX R.3: TEACHER DEMOGRAPHIC INFORMATION FORM

DIRECTIONS: Please complete and place in your accordion folder when you submit your portfolio.

Note: This information is for research purposes only. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way.

1. Your Social Security Number: _____

2. Your gender: □ 1. Female □ 2. Male

3. Your ethnicity (*Check one*): □ 1. Asian American
   □ 2. Black
   □ 3. Hispanic
   □ 4. Native American
   □ 5. White

4. Regional ESC number ***(See Educational Service Centers graphic that follows this form)***: _____

5. School type where you teach ***(Check one. If you teach at more than one school, check for <u>primary</u> school type)***:
   □ 1. Elementary School
   □ 2. Middle/Junior High School
   □ 3. High School
   □ 4. Other_____
   (Please specify)

6. Grade levels included in school where you teach. ***(Check one. If you teach at more than one school, check for <u>primary</u> school type)***:

   □ 1. pk-4 or pk-5 □ 3. k-4 or k-5 □ 5. 5-8, 6-8, or 7-8
   □ 2. pk-6, pk-7, or pk-8 □ 4. k-6, k-7, or k-8 □ 6. 9-12
   □ 7. Other _____
   (Please specify)

7. Your specific teaching assignment ***(Check one)***:

   ❑ A. Departmentalized by subject matter
   ❑ B. Interdisciplinary team
   ❑ C. Co-teaching in regular classroom
   ❑ D. Team teaching in regular classroom
   ❑ E. Art or music instructor only
   ❑ F. Self-contained classroom (most students are present for a full day)
   ❑ G. Resource room (students are present for two hours or less per day)
   ❑ H. Part-time special class (students are present for more than 2 hours per day, but less than a full day)
   ❑ I. Other: _____
   (Please specify)

8. Which below characterizes your assigned mentoring situation during your first year of teaching? ***(Check One)***

□ A. Individual mentor teaching in my content area and building
□ B. Individual mentor teaching in my content area, but not building
□ C. Individual mentor teaching in my building, but not content area
□ D. Individual mentor, but one not teaching in my content area or building
□ E. Team mentoring, with at least one mentor teaching in both my content area and building
□ F. Team mentoring, with at least one mentor teaching in my content area, but not building
□ G. Team mentoring, with at least one mentor teaching in my building, but not content area
□ H. Other_____

(Please specify)

9. At which institution and level did you complete your teacher preparation program/coursework related to your current license and teaching assignment in Indiana? ***(Check all that apply)***

INSTITUTION:

□ 1. Anderson University	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 2. Ball State University	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 3. Bethel College	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 4. Butler University	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 5. Calumet College	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 6. Depauw University	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 7. Earlham College	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 8. Franklin College	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 9. Goshen College	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 10. Grace College	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 11. Hanover College	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 12. Huntington College	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 13. Indiana State University	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 14. Indiana University Bloomington	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 15. Indiana University East	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 16. Indiana University Kokomo	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 17. Indiana University Northwest	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 18. Indiana University South Bend	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 19. Indiana University Southeast	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 20. Indiana Wesleyan University	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 21. IU PU at Fort Wayne	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 22. IU PU at Indianapolis	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 23. Manchester College	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 24. Marian College	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 25. Oakland City University	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 26. Purdue University	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 27. Purdue University Calumet	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 28. Saint Francis College	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 29. Saint Joseph's College	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 30. Saint Mary's College	□ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 31. St. Mary of the Woods College	□ 1. Undergraduate □ 2. Graduate □ 3. Both

□ 32. Taylor University □ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 33. Tri State University □ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 34. University of Evansville □ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 35. University of Indianapolis □ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 36. University of Notre Dame □ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 37. University of Southern Indiana □ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 38. Valparaiso University □ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 39. Wabash College □ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 40. Alternate Route to Licensure □ 1. Undergraduate □ 2. Graduate □ 3. Both
□ 41. Out-of-State: _____ □ 1. Undergraduate □ 2. Graduate □ 3. Both
(Please specify institute)
□ 42. Other: _____
(Please specify)

10. Using the scale provided, please rate the following resources in your school. ***(Note: N/A means Not Applicable)***

A. Number of computers: □ 1.More than adequate □ 2.Adequate □ 3. Less than adequate □ 4.N/A
B. Computer accessibility: □ 1.More than adequate □ 2.Adequate □ 3. Less than adequate □ 4.N/A
C. Library/media resources: □ 1.More than adequate □ 2.Adequate □ 3. Less than adequate □ 4.N/A
D. Library/media accessibility: □ 1.More than adequate □ 2.Adequate □ 3. Less than adequate □ 4.N/A
E. Lab equipment: □ 1.More than adequate □ 2.Adequate □ 3. Less than adequate □ 4.N/A
F. Number of basic calculators: □ 1.More than adequate □ 2.Adequate □ 3. Less than adequate □ 4.N/A
G. Number of scientific calculators: □ 1.More than adequate □ 2.Adequate □ 3. Less than adequate □ 4.N/A
H. Number of graphing calculators: □ 1.More than adequate □ 2.Adequate □ 3. Less than adequate □ 4.N/A
I. Laboratory materials/supplies: □ 1.More than adequate □ 2.Adequate □ 3. Less than adequate □ 4.N/A
J. Internet capability (teachers): □ 1.More than adequate □ 2.Adequate □ 3. Less than adequate □ 4.N/A
K. Internet capability (students): □ 1.More than adequate □ 2.Adequate □ 3. Less than adequate □ 4.N/A
L. Other technology ***(Specify)***: □ 1.More than adequate □ 2.Adequate □ 3. Less than adequate □ 4.N/A

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11. Which of the following computer resources did you use, or have your students use, during the teaching of your portfolio unit? ***(Check all that apply)***

	You	Students
A. Word Processing	_____	_____
B. PowerPoint or other type of Presentation	_____	_____
C. Internet	_____	_____
D. Spreadsheet	_____	_____
E. Data analysis	_____	_____
F. Instructional programs (e.g., computer simulation, guided instruction)	_____	_____
G. Other ***(Please specify)***	_____	_____

EDUCATIONAL SERVICE CENTERS

Region 1
Southern Indiana Education Service Center
Jasper, IN 47547

Region 2
William E. Wilson Education Center
Charlestown, IN 47111

Region 3
West Central Education Center
Greencastle, IN 46135

Region 4
East Central Education Center
Connersville, IN 47331

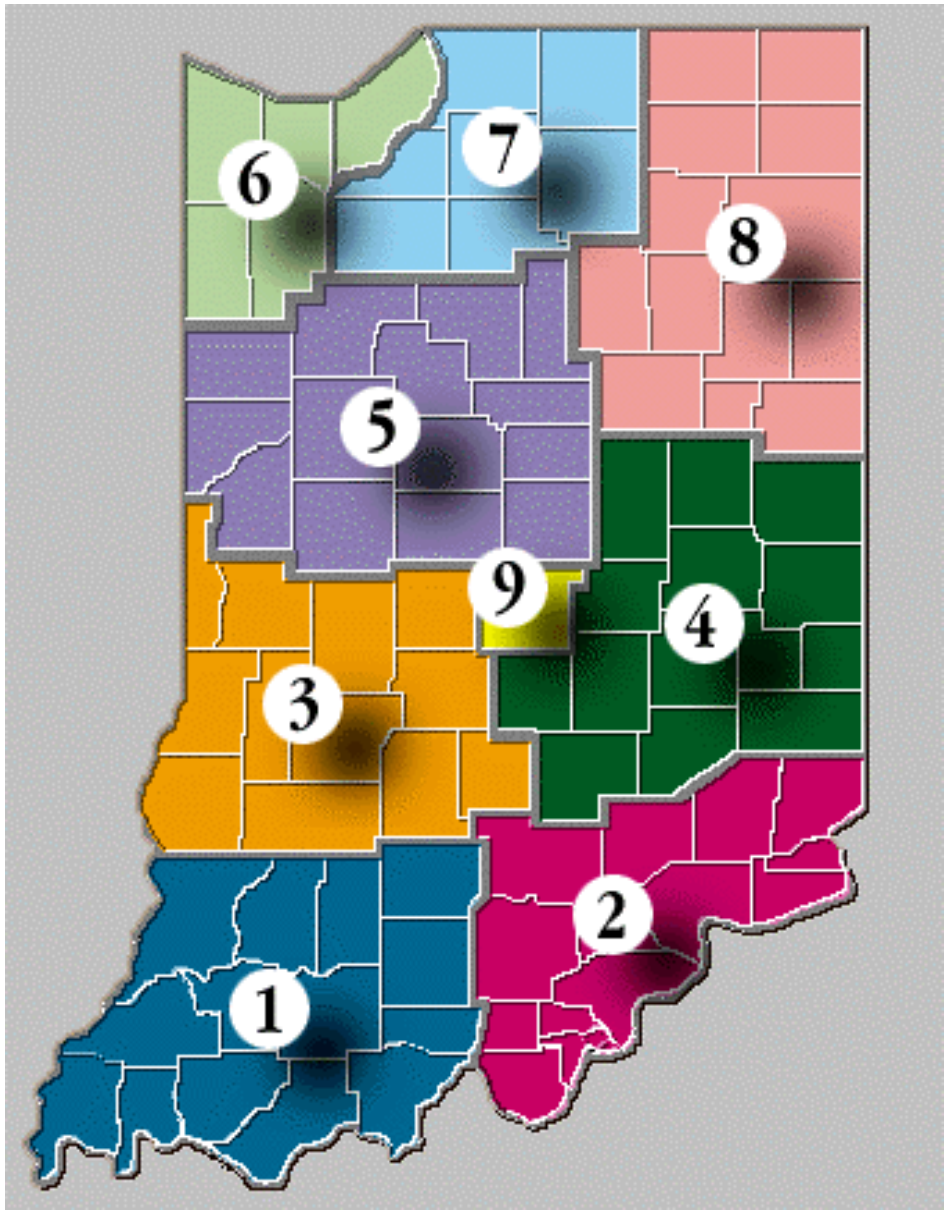
Region 5
Wabash Valley Education Center
West Lafayette, IN 47906

Region 6
Northwest Indiana Education Center
Highland, IN 46322-1299

Region 7
Northern Indiana Education Center
Mishawaka, IN 46545

Region 8
Region 8 Education Service Center
Markle, IN 46770

Region 9
Central Indiana Education Service Center
Indianapolis, IN 46268



APPENDIX R.4: TEACHING PORTFOLIO REFLECTION FORM

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio. Note:* This information is for research purposes only. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way. PLEASE PROVIDE ANY WRITTEN COMMENTS ON THE BACK OF THIS FORM.

1. Your Social Security Number: _____
2. Your content area: _____
3. Which of the following were sources of support for you as you completed your portfolio? ***(Check all that apply)***
   - □ Beginning teachers also completing portfolios
   - □ Colleagues who had completed portfolios in previous years
   - □ Other colleagues ***(Please specify)***: _____
   - □ My formally assigned mentor
   - □ Support seminars (***Please specify - district, consortium, building, etc.)*** _____
   - □ My principal
   - □ My department chair
   - □ IPSB Teacher-in-Residence or scorer ***(Please specify)***_____
4. For each statement below, please indicate your level of agreement by checking either ***Strongly Agree, Agree, Disagree, or Strongly Disagree.***

   Completing this portfolio provided me the opportunity to demonstrate:

   a. …my content area knowledge in a way that was not assessed with the Praxis II exam.
      □ 1. Strongly Agree □ 2. Agree □ 3. Disagree □ 4. Strongly Disagree

   b. …my understanding of the content standards.
      □ 1. Strongly Agree □ 2. Agree □ 3. Disagree □ 4. Strongly Disagree

   c. …my ability to design instruction.
      □ 1. Strongly Agree □ 2. Agree □ 3. Disagree □ 4. Strongly Disagree

   d. …my ability to implement instruction.
      □ 1. Strongly Agree □ 2. Agree □ 3. Disagree □ 4. Strongly Disagree

   e. …my ability to assess student work.
      □ 1. Strongly Agree □ 2. Agree □ 3. Disagree □ 4. Strongly Disagree

   f. …my ability to monitor and adjust instruction based on student assessment.
      □ 1. Strongly Agree □ 2. Agree □ 3. Disagree □ 4. Strongly Disagree

   g. …my ability to modify instruction based on accommodations to students' needs, interests, and backgrounds.
      □ 1. Strongly Agree □ 2. Agree □ 3. Disagree □ 4. Strongly Disagree

   h. …my ability to manage my classroom.
      □ 1. Strongly Agree □ 2. Agree □ 3. Disagree □ 4. Strongly Disagree

   i. …my ability to reflect upon my teaching practices.
      □ 1. Strongly Agree □ 2. Agree □ 3. Disagree □ 4. Strongly Disagree

APPENDIX T.1: TEACHING PORTFOLIO CLASS PROFILE FORM
(This will be the first page of your portfolio.)

Portfolio: Content area: _____ Course title: _____
Unit name: _____
Class that is the focus of the portfolio: Class minutes/day: _____ Class minutes/week: _____
Class sessions during the instructional unit: _____ Block schedule _____
(Specify & describe) _____
Class meetings with the selected class per year: _____
Grade level(s) in your portfolio class: pre-k 1 2 3 4 5 6 7 8 9 10 11 12
(Circle all that apply)

Composition of your portfolio class:

_____ Number of boys
_____ Number of girls
_____ Number of bilingual students
_____ Number of students identified as special education students

_____% Black
_____% Hispanic
_____% White
_____% Asian/Pacific Islander
_____% American Indian/Alaskan Native
_____% Biracial

Ability grouping: ____heterogeneous ____homogeneous (___ advanced, ___ average, ___ general)
Primary texts used in portfolio class ***(Please provide title, author/publisher, and date of publication of all textbooks or laboratory manuals, etc.)***

_____

_____

(Note: If elementary education teacher, please provide this information for both literacy and numeracy instruction)
Number of other adults in the room during portfolio instruction: _____
If one or more, please specify title(s)/role(s): (*check all that apply*)

- ☐ Paraprofessional
- ☐ Co-teacher
- ☐ Parent volunteer
- ☐ Other

Community: _____ Rural _____Suburban _____ Urban _____ Other
___ Mostly affluent families _____ Mostly upper middle-class families
___ Mostly lower middle-class families _____ Significant number of families at or near the poverty line
___ Mixture of economic statuses ***(Describe)***
School: ____ Pre-K ____Elementary _____Middle or Junior High ____ High School ___ Other
Total number of students in the school _____ Public _____ Private
Access to Technology:

Basic four function calculators	_____ exceptional	_____ adequate	_____ wanting
Scientific calculators	_____ exceptional	_____ adequate	_____ wanting
Graphing calculators	_____ exceptional	_____ adequate	_____ wanting
Computers	_____ exceptional	_____ adequate	_____ wanting
Manipulatives for inquiry	_____ exceptional	_____ adequate	_____ wanting
Consumables for Inquiry	_____ exceptional	_____ adequate	_____ wanting

Other technology (e.g., projection screen for computer or calculators, probes, internet connection)

Mentor:
_____ Building level content-specific supervisor (e.g., department chair)
_____ Building level content- specific teacher
_____ Other _____

Teaching Assignment:
_____ Departmentalized by subject
_____ Interdisciplinary team
_____ Departmentalized and interdisciplinary
_____ Other _____

APPENDIX T.2: SCIENCE TEACHING PORTFOLIO UNIT OVERVIEW FORM

Course _____ Grade level _____

Unit's Essential Question:

_____

_____

_____

Lesson Date	Lesson's Main Concept(s)	Students' Main Learning Activities

APPENDIX T.3: VIDEOTAPE LABELING FORM

Candidate ID Number:_____

Video Segment # 1
Activity nature: _____
(identify as STS Activity, Pre-lab, Lab or Post-lab)
Activity content: _____

Video Segment # 2
Activity nature: _____
(identify as STS Activity, Pre-lab, Lab or Post-lab)
Activity content: _____

Video Segment # 3
Activity nature: _____
(identify as STS Activity, Pre-lab, Lab or Post-lab)

Activity content: _____

Video Segment # 4
Activity nature: _____
(identify as STS Activity, Pre-lab, Lab or Post-lab)

Activity content: _____

APPENDIX V.1: NOTICE TO PARENT/GUARDIAN ABOUT VIDEOTAPING (ENGLISH)

Notice to Parents or Guardians

Dear Parent/Guardian:

I am participating in the Beginning Teacher Assessment Program developed by the Indiana Professional Standards Board. The Board is developing a new assessment system for licensing beginning teachers based upon standards for teaching. Beginning teachers will develop a performance portfolio to demonstrate what they know and are able to do. The goal of this program is to give new teachers more support and guidance to improve teacher quality while linking teaching standards to student standards for improved student learning.

I am sending you this letter to notify you that I will be videotaping selected lessons in my classes and submitting examples of student work as evidence of my teaching. Although the videotape will include both the students, and myself the primary focus of the tape is on my teaching, not the students in the class. Your child may be included in this videotape or his or her work included in the written materials I submit.

Please be aware students' names will not be included on any of the materials I submit, nor will students' identities or the school be revealed. The Indiana Professional Standards Board will only use the materials I submit for evaluation of my teaching, for research purposes, and for training educators.

If you object to your child being shown in the videotape that I submit, please let me know. Thank you for your help and consideration in this matter.

Sincerely,

_____ Date: _____

APPENDIX V.2: NOTICE TO PARENT/GUARDIAN ABOUT VIDEOTAPING (SPANISH)

Aviso a los Padres o Tutores

Queridos Padres o Tutores:

Soy participante en el programa "Beginning Teacher Assessment", un programa desarrollado pr el Indiana Professional Standards Board (La Administracion Profesional de los Requisitos de Indiana). Esta Administracion esta desarrollando un nuevo sistema de evaluar a los maestros al graduarse de la universidad, basado en los requisitos para la ensenanza. Los nuevos maestros van a preparar una cartera de realizacion para mostrar lo que sepan y lo que sean capaz de hacer. El objetivo de este programa es dar mas apoyo y direccion a los nuevos maestros para mejorar la calidad de la ensenanza mientras que se conectan los requisitos de los maestros a los de los estudiantes para que los estudiantes aprendan mejor.

Les mando a Uds. esta carta para avisarles que voy a grabar en video unas lecciones en mis clases y que pienso entregar unos ejemplos del trabajo de los estudiantes como prueba de mi capacidad de ensenar. Aunque el video va a incluirnos a los estudiantes y a mi, el foco principal del video es de mi ensenanza, no de los estudiantes. Es posible que incluya a su hijo/a en el video y de que su trabajo sea incluido en las obras que yo entregue.

Quisiera que Uds. se den cuenta de que los nombres de los estudiantes no aparecen en el video, ni su identidad, ni el nombre de la escuela. La Administracion de Los Requisitos de Indiana solo usan las obras que yo entregue para valorar mi ensenanza, para hacer investigaciones y para instruir a los maestros.

Si Uds. se oponen a que su hijo/a sea incluido en la grabacion, haganme el favor de avisarmelo. Les agradezco mucho su cooperacion en este asunto.

Sinceramente,

_____ Fecha: _____

APPENDIX V.3: BTAP POLICIES GOVERNING THE USE OF VIDEOTAPES AND RELATED TEACHING PORTFOLIO MATERIALS

Videotapes and related materials submitted in connection with the BTAP are used for multiple purposes. These purposes fall generally into two categories: (a) uses for which teacher consent is not required, and (b) uses for which teacher consent is required, and the IPSB will ask for a teacher's consent prior to use.

(a) Uses for which beginning teacher consent will not be required:

- evaluation of teaching as part of BTAP assessments
- pilot-testing and validation of BTAP assessments
- training of scorers
- training of mentors

Materials used for the purposes described above will not include any identifying information, such as the names of teachers, students or schools. In addition, educators being trained as scorers or mentors will be required to sign a confidentiality form, indicating that they will not discuss the content of videotapes or related materials outside of the training session.

(b) Uses for which beginning teacher consent is required:

- professional development for beginning teachers, principals, and other educators involved in the BTAP in which illustrative examples of effective teaching practice are provided
- dissemination of exemplary examples of student work and curriculum materials for educational purposes such as teacher training
- videotape and portfolio-related materials selected to communicate the goals and programmatic aspects of the BTAP to a wide audience of educators

Neither communications materials nor examples of exemplary teaching, student work or curriculum will be used for any commercial purposes.

APPENDIX V.4: PROCEDURES FOR CLASSROOM VIDEOTAPING

Introduction

These procedures are provided to help you produce a videotape that clearly represents the teaching and learning in your classroom. **In order to capture elements of effective instruction and student learning, you will need to produce a videotape of reasonable audio and video quality.** Be sure to use a new, better quality VHS videotape. **Mini-cassettes cannot be submitted.** These procedures will help you successfully produce a videotape with minimum problems that will fulfill the requirements of these portfolio guidelines.

Preparation and Practice

First, we do NOT expect a television production. It is important, however, that the quality of the videotaped lessons/activities be sufficient for scorers to understand what happened in your classroom.

- ✓ If you are unfamiliar with the videotaping process and/or do not have access to video equipment, **consider the following resources** for equipment and videotaping assistance:
    - your principal
    - a mentor or colleague
    - your school or district media or A/V specialist
    - another beginning teacher who has done/is doing videotaping
- ✓ **Schedule/reserve** the necessary video/audio equipment well in advance.
- ✓ **Advise your principal** about your need to videotape lessons for the portfolio.
- ✓ **Meet** with the camera operator (student or colleague) to plan the taping prior to videotaping your lesson.
- ✓ **Discuss** the following questions:
    - Where will you and your students will be during the lesson?
    - Will different activities require students to regroup or move around the classroom?
    - How will the use of instructional materials be recorded?
    - What will the video operator need to capture?
    - If applicable, when should the operator zoom in or rotate the camera to a new position?
- ✓ **Practice the videotaping process**. This will provide a chance to test the equipment and give your students an opportunity to grow accustomed to the camera.
- ✓ **Adjust**, if necessary, **for the light source** (incandescent, florescent or daylight) each time a recording is made. Newer cameras may be automatic, thus requiring no adjustment.

Audio Guidelines

The microphone built into the camera may be adequate. After videotaping a lesson for practice purposes, test to determine whether the built-in audio is sufficient. When reviewing the videotape, consider whether others will be able to understand what you and your students said (e.g., teacher directions and questions, student questions and responses, discussions). If you find that the sound is unacceptable, try to obtain an external microphone (i.e., a microphone that can be connected to the camera and pick up sound throughout the classroom.

Other tips to improve audio:

- Remember that your sound recording will be better the closer the microphone is to the action. Decide where to position the microphone to best capture teacher and student voices. If you need to move the camera to capture the sound or action, be sure to keep the camera on during the move.

- For almost all video cameras, if you use an external microphone (generally connected to the external mike jack on the camera), the built-in microphone will automatically turn off. Only sounds picked up from the external microphone will be recorded. If the external microphone is not completely inserted in the jack, NO sound will be recorded. To test if the external microphone works, the camera operator may use headphones to listen as they record and review the practice videotape(s).

- Since audio is the most important aspect of videotaping, be sure to check your audio at each taping session with the headphones plugged into the camera or recorder. Many audio problems, such as poor connections between microphone cables, bad cables, noise from the hallway, etc., can be detected by periodic monitoring during recording. However, the best way to test for quality is to listen to a playback of the videotape *before* starting a lesson and *after* the taping.

Power and Safety Issues

When feasible, it is best to use AC power instead of batteries for videotaping, because most batteries used in today's camcorders develop a condition that prevents them from being fully charged. AC power may be the only effective way of operating a camera for 45-50 minutes. When AC power is being used, **make certain that any cables or extension cords are safely positioned in the classroom to avoid injury to students and damage to equipment.**

GLOSSARY OF TEACHING PORTFOLIO TERMS

Alignment refers to a direct relationship and link among standards, learning outcomes, lesson content instructional activities and assessment methods.

Assessment is a process designed to elicit what students know and are able to do with their knowledge.

- **Formative assessment** demonstrates the progress students make during the learning unit. Monitoring is ongoing and can be formal or informal.
- **Summative assessment** is usually a benchmark for what students should be able to demonstrate at designated times within a learning unit. There is some formality associated **with it, even if the instrument is flexible and personal (e. g., journal entries).**

Commentary is the written comments, reflections, and analyses of an instructor's teaching that provide the connections between the artifacts of his/her teaching and thinking, planning, and analysis. Commentaries should emphasize the reasons for the selections and decisions made as a teacher. The portfolio commentaries are all prompted within the content specific handbooks.

Differentiation is addressing learning modalities, appealing to diverse interests, using varied rates of instruction, and/or delivering content with varying degrees of complexity, based upon what students know and need.

Discourse includes the many ways students and teachers communicate to represent ideas and concepts. Discourse can be oral dialogue (conversation), written dialogue (reactions, feedback) or visual dialogue (charts, graphs, paintings).

Inquiry is the process of investigation allowing students to actively engage a new concept or learning objective through exploration.

Performance-Based Assessment is an assessment that includes what a student or teacher is able to do (performance) rather than assessment that is simply an explanation of what they know.

Professional Growth includes information/experiences that allow a teacher to grow as a professional. Examples are experimenting with new approaches and strategies in the classroom, examining or reflecting on student learning and teaching with colleagues, participating in workshops, courses and other educational opportunities, reading and discussing ideas presented in professional publications, and other activities that help teachers develop as professionals and improve their teaching.

Reflective Practitioner is a teacher who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally and adjust his/her teaching to accommodate the needs of student learners.

CONTENT SPECIFIC TERMS

Terms in Part A:

Learning Activities - Activities designed to engage students in the acquisition of new knowledge or the expansion of their current knowledge.
Science Applications - All the human aspects of science, such as the relationships between science and society, science and technology, and the history of the development of scientific ideas.

Terms in Part B:

Science, Technology and Society inquiry activity - A learning activity designed to engage students in exploration of the applications of science.
Laboratory Inquiry - A learning activity designed to engage students in the discovery and exploration of observable and/or measurable physical phenomena.

Terms in Part C:

Assessment Criteria - A set of criteria that elaborate the relative importance of different factors used to evaluate students' learning performances.
Scoring Rubric - A set of elaborated statements describing different levels of student performances used to evaluate and score students' learning progress.